

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is the act of a person or thing written by using pen and something else. By writing, learner can practice how to write. In writing, learner can hone their skills to grow confidence and to build discipline when the learners write a lot. Writing is one of the best ways to promote the ability. In addition, by writing, learner can improve new ideas and also can help to solve the problems.

Writing is an important skill in teaching English. One of the reasons is that more and more people can explain how people perform different processes in sequence of steps. To write well, people must have good capabilities in writing. The writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well. Besides, the student must be able to arrange their writing into good paragraphs. Indonesian needs English to communicate to each other from other country. People know that language is habit. Language cannot be separated from human's life, it almost becomes air to breath. Human beings as a social and individual people need communication in their life. In simple word, language is not only taught and learnt, but it is used to communicate. So, the learners must be able to write well. It is assumed that language teaching is proposed to help people to learn and use the language. However, to make the students write English is difficult. This is because lack of understanding grammar and vocabulary.

Teaching English focuses on student's communication. The process of teaching and learning is the most common element in the language classroom. In simple word, we can define as the activities which are intended to bring about language learning. It is assumed that language teaching can help people to learn and use the language.

The most important thing in the teaching process is interaction between teacher and student to get more knowledge. The teaching-learning process focuses on ability of writing skill of the students. So, the teacher helps students to develop their writing skills and to teach children how to write English well.

Interaction is the key to improve English. The goal of teaching learning process is to improve the student's ability to write the target language. In language class, the teaching-learning process becomes very important that people must practice. There are some techniques used by teacher for teaching writing. Besides, the teaching-learning process runs through the interaction between the teacher and the student in writing class. In writing class, there is interaction between teacher and student to get more knowledge and information. The teacher can give the topic to improve the students' skill in writing class. In writing class, the learner must be able to use punctuation and spelling well.

Based on the description above, the writer conducts the research entitled *A Descriptive Study on Student Interaction in Writing Class at the Seventh Year of SMP Negeri 3 Sawit in 2013/2014 Academic Year*. The researcher hopes that this writing will be usefull for the readers.

B. Problem Statement

Based on the background, the writer states the research problem as follows:

1. How is the interaction between the students and the teacher in writing class at the seventh year of SMP N 3 Sawit Boyolali?
2. What are the problem faced by the teacher and the students in writing class interaction at the seventh year of SMP N 3 Sawit Boyolali?

C. Limitation of the Study

In this research, the writer limited the research on student interaction in writing class at the seventh year of SMP Negeri 3 Sawit in 2013/2014 academic year.

D. Objective of the Study

In conducting research, every researcher should have certain objective of the study. In this study, the writer intends to identify:

1. the interaction between the student and the teacher in writing class at the seventh year of SMP N 3 Sawit Boyolali.
2. the problems faced by the teacher in writing class at the seventh year of SMP N 3 Sawit Boyolali.

E. Significance of the Study

There are two kinds of advantages, namely theoretical and practical significance. The theoretical and practical significance are as follows:

1. Theoretical Significance

The researcher hopes that this research as one of the references for other researchers who conduct a research in writing.

2. Practical Significance

a. For the teacher

The research can be useful for the teacher in giving materials to the first students of Junior High School.

b. For the reader and researcher

The research can be useful for the reader and researcher to get more knowledge and information about descriptive study on teacher-student interaction in writing class.

c. For the teacher and learner

The result of the research helps the teacher and student to solve the problem of the interaction in writing class.

F. Research Paper Organization

The reseach paper is divided into five chapters. Chapter I is introduction which consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II presents underlying theory that deals with previous study, notion of interaction, the stage of teaching-learning process, types of classroom interaction,teaching writing.

Chapter III is research method, which presents type of the study, subject and object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents research finding and discussion of the implementation of teaching-learning process of writing at the seventh year of SMP Negeri 3 Sawit Boyolali, the problems faced by the teacher and also the students, and the problem solving used by the teacher.

Chapter V presents conclusion and suggestion followed by bibliography and appendix at the end of research paper.